

**West Liberty  
Community Schools  
District  
Developed Service  
Delivery Plan for  
Special Education  
Services**

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## **Question 1: What process was used to develop the special education delivery system for eligible individuals?**

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)"c".

Special Education District Service Plan review committee met once again on Tuesday, April 23, 2013. Those committee members in attendance included:

### **Special Education Teachers**

- Darci Watts – Middle School
- Jason Vaske – Elementary School
- Lori Brooke – High School

### **Special Education Parent**

- Tara Bryant – Early Learning Center

### **General Education Teacher**

- Karen Morrison-Middle School
- Lori Hudson-Early Learning Center

### **District administrator**

- Melissa Johnson – Early Learning Center Director/Special Education and School Improvement Director

### **AEA representative**

- JoAnne Dixson-AEA9

### **Planning committee review meeting**

- 1. Tuesday, April 23, 2013
- 2. Tuesday, May 7, 2013
- 3. Wednesday, May 29, 2013
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### **Public Comment Period**

- May 30-June 21, 2013

The plan was made available to the public for comment through the school district website at [www.k12.ia.us](http://www.k12.ia.us), the District phone notification system and hard copies at all school building's offices and the superintendent's office.

### **Compliance Verification by AEA Special Education Director**

- June 24, 2013

### **School Board action dates**

- Monday, July 15, 2013

### **Final Approval of the Special Education Service Delivery Plan revisions**

- Monday, August 5, 2013

### **Plan is entered into C-Plan**

- Tuesday, August 6 – September 1, 2013

## Question 2: How will service be organized and provided to eligible individuals?

**Minimal Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is less than 5 hours per week.

**Focused Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 5.5 and 12 hours per week.

**Substantial Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week.

**Intensive Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24.5+ hours per week.

**Question 3: How will caseloads of special education teachers be determined and regularly monitored?**

**Caseload Determination**

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

In determining special education teacher caseloads, the West Liberty Community School District will use the following values to assign points to the caseloads of each teacher in the district.

A teacher may be assigned a caseload with no more than 40 total points.

- 1. How many IEP students are on your roster? \_\_\_\_\_
- 2. List the number of students in each category below:
  - a. Minimal- \_\_\_\_x 1 pt (5 hrs. or less per week) \_\_\_\_\_
  - b. Focused- \_\_\_\_x 2 pts (5.5-12 hrs. per week) \_\_\_\_\_
  - c. Substantial- \_\_\_\_x 3 pts (12.5-24 hrs. per week) \_\_\_\_\_
  - d. Intensive- \_\_\_\_x 4 pts (24.5 hrs. or more per week) \_\_\_\_\_
- 3. How many students on your roster will have a 3-year reevaluation this year? \_\_\_\_\_ x 1.0 \_\_\_\_\_
- 4. For how many roster students will you be planning and supervising work experience? \_\_\_\_\_
- 5. With how many teachers do you co-teach? \_\_\_\_\_
- 6. How many students on your roster are dependent upon an adult for their physical needs? \_\_\_\_\_
- 7. How many students are on a FBA/BIP? \_\_\_\_\_
- 8. With how many paraprofessionals do you instruct/collaborate with and supervise? \_\_\_\_\_
- 9. How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools, etc.) \_\_\_\_\_

**Total** \_\_\_\_\_

Comments:

Extenuating circumstance for teacher factor

## **Question 4: What procedures will a special education teacher use to resolve caseload concerns?**

### **Resolving Caseload Concerns**

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

1. at the beginning of the school year;
2. by October 30; and
3. by April 1 to plan for the following school year
4. or requested by a concerned parent, student, teacher, administrator or AEA personnel about the ability of the teacher to effectively perform the essential functions of the job due to caseload.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of special education teacher from each building, a building administrator, AEA representative and/or the district special education director. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

### **Procedural Steps to Resolve Concerns**

1. Informal problem solving strategies in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to the principal.
3. The request is reviewed for clarification with the principal. The principal tries to resolve the concern at this point.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee. The committee shall consist of a special education teacher from each building, a building administrator, AEA representative and/or the district special education director.
5. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
6. Within 10 working days, the principal will meet with the individual and provide a written determination indicating a solution.  
The individual accepts the solution.  
or  
Appeals in writing to the Superintendent of Schools who will respond within 10 working days.

7. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education/designee.
8. The AEA Director/designee will meet with personnel involved and will provide a written decision within 5 working days.

**Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?**

**Individual**

Individual student progress on IEP goals will be graphed, reviewed and discussed on a regular and on-going basis every 2 weeks by the special education teacher and discussed with the general education teachers and the AEA consultant/specialist and school administrator as appropriate.

**School: Aggregated by School and District**

Each school in the district will review student progress monitoring, formative, or summative evaluations every 4 weeks. The subgroup performance in both reading and math will be reviewed and discussed by grade level teams which include both general and special education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning.

**District: Disaggregated by School Levels**

At the district level, subgroup data for each school will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (early learning center, elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the AEA.

## **District Developed Special Education Service Delivery Plan Assurances**

The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following:

1. The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.
  2. The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
  3. The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.
  4. The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.
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- The district assures that prior to the school board adoption, this delivery plan system was available for comment by the general public.
  - The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative.
  - The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.
  - The district assures the school board has approved the service delivery plan for implementation.